

Name: _____ Date: _____

Moving West KWL Chart

What I <i>Think</i> I KNOW	What I WANT to Know	What I LEARNED
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Photo Analysis Worksheet

Step 1. Observation

A Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference






Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A What questions does this photograph raise in your mind?

B Where could you find answers to them?

Photos for Day 1

<p>We have it rich. Washing and panning gold, Rockerville, Dak. Old timers</p>	<p>Arapahoe camp Near Casper, Wyo. On the site of the old Oregon Trail</p>	<p>The trapper Bertie</p>	<p>A family of emigrants entering the South Loop Valley in Custer County, Nebraska</p>	<p>Crook's Expedition</p>
<p>Photo showing miners using a gold pan and sluice for hydraulic gold placer mining.</p>	<p>Photo showing Native American (Arapaho) men in leggings, beaded gauntlets, and beaded feather headdresses, pose near a group of tepees and a covered wagon near Casper, Wyoming.</p>	<p>Full seated portrait of Bert Gross with a dog and animal skins, Crested Butte, Gunnison County, Colorado; his rifle leans on his leg and he wears a feather headdress, gaiters, wool pants and a jacket with fringe.</p>	<p>In 1985, James L. Jones, great-grandson of the man at the far right, identified the photograph: left to right, Samuel E. "Dick" Tuck, Maude Tuck, May Tuck, and Jim Roberts, Samuel Tuck's cousin. This photograph shows the Tuck family passing through the South Loup Valley. The Tuck's stopped in Litchfield, Nebraska, for a while before proceeding north to Montana. At the time the photograph was made, two of the Tuck children, Leona and Ira, were asleep in the wagon and therefore not pictured.</p>	<p>A group of Native American (tribe unknown) men on horseback approach a group of white men who escort a wagon train, part of General George Crook's expedition.</p>
				
<p>http://cdm15330.com/ref/collection/p15330coll22/id/3217 8</p>	<p>http://cdm15330.com/ref/collection/p15330coll22/id/3179 2</p>	<p>http://cdm15330.com/singleitem/collection/p15330coll22/id/5078/rec/1</p>	<p>http://memory.loc.gov/cgi-bin/query/r?amme/psbib:@field(DO_CID+@lit(p13262))</p>	<p>http://cdm15330.com/ref/collection/p15330coll22/id/3823 6</p>

My Record of Thinking Chart

Name: _____

Date: _____

My final thoughts...

Hmmm... Now, I'm thinking...

First, I'm thinking...



philipmartin.info



the GOLD RUSH

Name: _____ Date: _____

Truths and Lies

About Virginia City, Montana

Read the statements from the movie. Put a ☆ next to the statements that are true and ○ the statements that are false. If they are false, write a brief response as to why it's false.

Settlers in Virginia City used false fronts on their buildings to make it seem like a real town.

More than a \$100 million worth of gold has been removed from Alder Gulch.

There were very few Chinese people living in Virginia City.

Virginia City became the territorial capital of Montana in the late 1800s.

The population started to dwindle in Virginia City when paved roads came to be. They left Virginia City out of the paving project.

Text Codes

.....



I am interested in this.



This makes me happy.



This makes me sad.



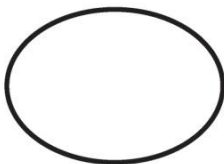
I would like more information about this.



I'm confused!



WOW!!



I circle words I don't know.






I underline things I'd like to share.

Mary Ronan Diary Project

Name: _____ Date: _____

CATEGORY	4	3	2	1
Organization	The diary is very well organized. Each entry includes a date and are in sequence. The diary is appropriate for the purpose and audience.	The diary is pretty well organized. Some entries include dates. One entry may seem out of place. The diary is appropriate for the purpose and audience.	The diary is a little hard to follow. A few of the entries include dates. The purpose of the task is evident some, but the audience portion is a little off.	Entries seem to be randomly arranged. None of the entries include dates. The diary does not follow the purpose of the task and does not read like a diary entry.
Accuracy of Facts – Evidence from text	All facts presented in the diary are accurate.	Almost all facts presented in the diary are accurate.	Most facts presented in the diary are accurate (at least 70%).	There are several factual errors in the diary.
Focus on Assigned Topic	The entire diary is related to <i>The Girl from the Gulches</i> and the reader can learn more about Mary or another main character from reading it.	Most of the diary is related to <i>The Girl from the Gulches</i> . The diary wanders off at one point, but the reader can still learn something about the characters.	Some of the diary is related to <i>The Girl from the Gulches</i> , but a reader does not learn much about the characters.	Very little attempt has been made to relate the diary to <i>The Girl from the Gulches</i> .
Writing Process	Student devotes a lot of time and effort to the writing process. Works hard to make the diary a fine piece of writing.	Student devotes sufficient time and effort to the writing process. Works and gets the job done.	Student devotes some time and effort to the writing process, but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process.
Spelling and Grammar	Student has made very few or no spelling or grammar errors. Has done his/her personal best.	Student has made several spelling and grammar errors. Is very close to personal best.	Student has made many spelling and grammar errors. Has finished task with minimal effort.	Spelling and grammar makes the diary hard to understand. Below average effort.
Cover and Illustrations	Student has fully accomplished the task – (at least 1 picture per diary entry and a picture on the cover of the diary) – with exceptional use of detail and color. Very well illustrated.	Fully accomplished the task with some detail and use some color. Good effort.	Accomplished the task with average effort. Mostly pencil sketches, very little color. Average effort.	Task not fully accomplished. Omits many details. Below average effort.
Creativity	The diary contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.	The diary contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.	The diary contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Requirements	The diary includes 8 entries. Each entry is at least 8-10 sentences long.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	The author did not follow the requirements.

Photos for Last Lesson

<p>Bodie, California</p> <p>Main Street in Bodie, near Mono Lake, ca. 1900. This gold-mining town was known as one of the wildest mining towns in California. It was named after William S. Bodey, who discovered gold there in 1859. It has been said that there was at least one murder every 24 hours in Bodie. With one of the most productive mines of its time, the town grew rapidly throughout the 1870s. At its height in 1880, 10,000 people lived in Bodie. Most of Bodie's mines had shut down by the end of the century. Some mining continued until the 1950s. Today, Bodie is a ghost town and a state historic park. Its old buildings are preserved in their decayed condition.</p>	<p>Bodie, California</p> <p>Bodie is a ghost town in the Bodie Hills east of the Sierra Nevada mountain range in Mono County, California</p>	<p>Eureka, Colorado</p> <p>Abandoned buildings on the main street of the ghost town.</p>
		
<p>Main Street, Gold Mining Town of Bodie IRC, 2005. Image. Discovery Education. Web. 29 January 2014. http://www.discoveryeducation.com</p>	<p>http://www.loc.gov/pictures/resource/highsm.22326/</p>	<p>http://www.loc.gov/pictures/resource/fsa.8b26326/</p>

Final Poster Project

Name: _____ Date: _____

Category	4	3	2	1
Persuasive Slogan	The poster has a slogan/title that is large, bold and will get people's attention. Lots of effort on the display.	The slogan/title is large and bold enough but not attention grabbing. Some effort.	The slogan/title is present, but it is the same size as the other text and blends in. Not attention-getting. Minimal effort	The slogan/title is not obvious and makes the poster hard to understand.
Convincing Argument	The poster has a convincing argument/point of view that will encourage others to move west. Student has put a great amount of effort into the writing. Descriptive words have been used throughout and the student has used exceptional details in their text.	The student has spent sufficient time on writing an argument that conveys their point of view. Uses some descriptive words with some details. Good effort to convince the reader.	The student has spent sufficient time on writing, but the message is not very convincing with very few details and very few descriptive words. Does enough to get by.	The student has devoted very little time to creating a convincing argument. Doesn't seem to care about convincing anyone to move west.
Graphics and Illustrations	Student has fully accomplished the task with exceptional use of detail and color. Very well illustrated. Poster clearly shows why you would want to move there.	Fully accomplished the task with some detail and uses some color. Good effort.	Accomplished the task with average effort. Mostly pencil sketches, very little color. Average effort.	Does not accomplish task. Omits many details. Below average effort.
Accuracy of Facts – Evidence from text	All facts presented on the poster are accurate and has made good use of sources from the unit.	Almost all facts presented on the poster are accurate and has used text sources.	Most facts presented on the poster are accurate (at least 70%) and there is some evidence of text sources.	There are several factual errors on the poster with little to no evidence of use of text sources.
Creativity	The poster contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.	The poster contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.	The poster contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity on the poster. The author does not seem to have used much imagination.
Spelling and Grammar	Student has made very few or no spelling or grammar errors. Has done his/her personal best.	Student has made several spelling and grammar errors. Is very close to personal best.	Student has made many spelling and grammar errors. Has accomplished task with minimal effort to fix.	Spelling and grammar makes the diary hard to understand. Below average effort to fix.
Presentation	The poster is VERY appealing to the viewer: attractive, neat and easily read. Pencil marks are erased and mistakes are fixed.	The poster is appealing to the viewer: attractive, neat and mostly clear to read. Pencil marks are erased and mistakes are fixed.	The poster has SOME attractiveness for the viewer. Some pencil marks or mistakes are still showing. Some parts are readable and some are not.	The poster is NOT appealing to the viewer: unattractive and messy. Very hard to read.

Your Name: _____ Date: _____

PEER EVALUATION

Poster Designer: _____

Category	4	3	2	1
Persuasive Slogan	This slogan/title is AWESOME, and it definitely got my attention! Well done!	This slogan/title is good, and it kind of got my attention.	This slogan/title did NOT get my attention.	I don't see a slogan/title.
Convincing Argument	GREAT job!! I'm convinced!	I think I'm convinced. Could you give me some more details?	Not enough information to convince me. You need way more detail!	I'm NOT convinced!
Graphics and Illustrations	Your pictures are wonderful! Your place looks gorgeous, and I can't wait to get there!	Nice pictures, but I can't wait to see it in person!	Okay pictures, but I think I need to see it for myself to decide how it looks.	I can't tell what this place looks like.
Creativity	I REALLY enjoyed looking at and reading your poster. You have a very creative mind.	I liked reading your poster, and you had SOME creative thoughts.	I liked reading parts of your poster, but some parts confused me.	Your poster was hard to read.
Presentation	I LOVE your poster! It's very nice and neat, and it's FUN to look at.	Your poster looks nice, and I think you did a good job.	Your poster is okay. You might want to clean up some of the mistakes/blemishes.	This poster needs a lot of clean up to make it look nice.

OVERALL: Would this advertisement/poster convince you to move to the West?

Circle one of the following:

NO YES MAYBE

Explain your reasons. Be specific, and list particular features (size of text, color, layout, design, wording) that stand out to you or that you think need some work. Give ***KIND, constructive*** feedback to the poster designer explaining ***why you feel the way you do*** AND ***to help them make improvements for the next project***.

Self Assessment for Final Poster Project

Name: _____ Date: _____

1. What is the best part of your poster? Be specific!

2. What was the best supportive detail/fact/example you included?

3. What part are you not quite satisfied with? Be specific!

4. What would you do differently IF you were to recreate this poster at a later time?

5. Do you think you did your best work on this poster? Explain.

6. On a scale of 1(lowest) to 10(highest), how would you rate your effort on this project?

1 2 3 4 5 6 7 8 9 10

Why did you rate yourself that way?

7. On a scale of 1(lowest) to 10(highest), how would you rate your knowledge on the topic of Moving West/Gold Rush/Ghost Towns?

1 2 3 4 5 6 7 8 9 10

Why did you rate yourself that way?

Poster Presentation Rubric

Name: _____ Date: _____

Category	4	3	2	1
Topic	Student stays on topic for the entire presentation.	Student stays on topic most of the time.	Student mentions the assigned topic, but talks about mainly other topics, too.	Student does not speak about the topic.
Organization	Student has a logical sequence to the presentation and it makes a lot of sense.	Student has some sequence to the presentation, but gets off topic sometimes.	Student has some sequence to the presentation, but is off topic quite a bit.	The student does not share information in a logical, organized way.
Accuracy of Historical Information	All facts presented are accurate.	Almost all facts presented are accurate.	Most facts presented are accurate (at least 70%).	There are several factual errors on the presentation.
Voice	Student's voice is loud and clear throughout the presentation.	Student's voice is loud and clear most of the time.	Student speaks too quietly and includes distracting hesitations (like... um... okay...)	Student cannot be heard or understood.
Body Language	Student stands up straight and shows confidence, making consistent eye contact with the audience.	Student leans on desk or makes only occasional eye contact with the audience.	Student relies on notes too much, failing to look at the audience.	Student fidgets during the presentation (twists hair, taps foot, drums fingers, etc.)
Multimedia	Student creates and brings a nice visual aid, and uses it to enhance the presentation.	Student has a nice visual aid, but does not use it to enhance the presentation.	Student has a visual tool, but it is poorly made, or not used to enhance the presentation.	Student fails to prepare and bring a visual tool to support the presentation.